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ABSTRACT

In this interdisciplinary curriculum unit, students explore and debate the school uniform issue, considering legal and policy questions. Students are provided with background information, detailed instructions, on-line resources, and reflection questions. The teacher's notes describe the unit's purpose, its correlation to history/social science and language arts standards, and how to conduct the lesson. Included in the teacher's notes are blackline masters, a Modern Language Association (MLA) Style Manual, and a Web page evaluation rubric. (RJC)

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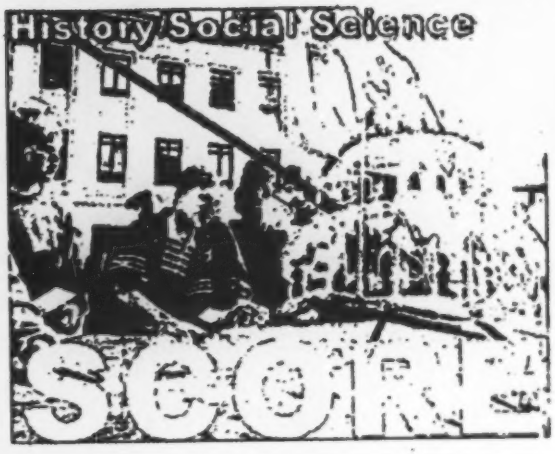

Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World

Uniform Blues

4th Grade Lesson by Kim Page

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http://score.rims.k12.ca.us/activity/uniform_blues/

SO 031 527

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SCORE

Uniform Blues

The Task
The Process
Conclusion
Teacher Notes
Home Page
Resources

Many parents in your community have requested that the school district require students in grades K-6 to wear uniforms to school. A school board meeting has been aranged to discuss the matter, and to make a decision. The school board has promised a fair meeting with equal time for all groups concerned.

You need to do research on how school uniforms affect grades and behavior in school. You may also want to talk about how being forced to wear uniforms affects your rights an American citizen.

Teachers Notes

The Task

Your job is to role-play a character in one of the 7 groups in this lesson and create a presentation for the school board. The school board has promised a fair meeting with equal time for each the group. You need to do research on how school uniforms affect grades and behavior in school. You may also want to talk about how being forced to wear uniforms affects your rights an American citizen.

1. Each student will be expected to turn in one of the

following:

- A short research paper on uniforms and their effect on grades, behavior, and how this affects your rights
- An opinion paper addressed to the school board or newspaper with details on your position and why you feel that way
- An effective and well made poster that could be presented to the school board stating your position and reasons

2. Each student will be expected to answer the questions at the end of the lesson.

3. Each group will make a 5 minute presentation to the board using an overhead projector or a computer program such as PowerPoint or HyperStudio.

Groups for School Board Presentations

In Favor	*Against*	*Neutral*
Parents	**ACLU**	**California Supreme Court**
State Board	**Students**	**US Supreme Court**
		Local School Board

The Process

Groups can be made up of 4-5 students each. Each student will be responsible for doing research for their individual assignment, and they will take on one group role.

Roles that could be used are:

&Mac183; Main presenter (before the board, other students may assist)

&Mac183; Recorder (to take notes from group and write a draft presentation)

&Mac183; Editor (to edit and organize the presentation)

&Mac183; Program Specialist (to oversee the multimedia or oral presentation)

&Mac183; Props Manager (to find pictures, props, etc., for the presentation)

Create a presentation that clearly states your group's points and convinces your audience to agree with you. Invite another class to come in and role play your audience.

Materials Needed:

1. Basic classroom materials for writing activities and/or poster making

2. An overhead projector and/or computer with PowerPoint or HyperStudio installed for presentations

3. Optional: word processing equipment for students to type completed assignments (AlphaSmarts, etc.)

Timeline:

This is very flexible depending on how many computers you have in your classroom or lab. Allowing for a 45 minute period each day:

1. You will need approximately one day to set up for this project

2. 4-5 days for researching the topic

3. 2-3 days for individual projects

4. 2-3 days for writing the presentation draft and editing it

5. 2-3 days for planning and designing the presentation

6. 4-5 days for creating the presentation

7. 1 day with an audience for the actual presentation

(It would be best to block out the whole morning or afternoon for this activity.)

Resources

Parents
Education Week
Long Beach Unified School District

State Board of Education
California State Board of Education Home Page
Why Uniforms Work

Students
Ask Sybil Liberty-http://www.aclu.org/students/slfree.html
Michigan State University Extension Office

American Civil Liberties Union
Oakland School
Board-http://www.aclu.org/news/n111097a.html
Point of View-School
Uniforms-http://www.aclu.org/congress/uniform.html
New York City School Uniform
Debate-http://www.aclu.org/news/w021398a.html

California Supreme Court
YCLP Law Library – Dress
Codes-http://www.aclu-wi.org/youth/law-library.html#Dress
Uniform Policy Challenged in Court

United States Supreme Court
Manual on School Uniforms
Federal Judge Sides With School District Over Uniforms
Litigating School Uniforms

Local School Board
Litigating School Dress Codes
Why Uniforms Work
Long Beach Unified School District

Conclusion

The issue of school uniforms and how they affect grades and behavior has been a huge argument for a long time. You should have learned whether or not uniforms make a difference in school and if our government has a right to require you to wear them. As you come to the end of your project, please answer the following questions in written form.

- Do you think schools should do what is best for students regardless of individual rights?
- Should all students be required to wear uniforms at "uniform" school? Why or why not?
- Based on what you have learned, do you believe that uniforms actually help with the problems that many students/schools face today? List reasons to support your opinion.

TOP
↑

Teacher Notes

1. Grade Level:
This lesson has been designed for fourth grade Social Studies curriculum, with language arts integration

2. History/Social Science Standard 4.5 met:
Students understand structure, functions and powers of US local, state and federal governments as described in US Constitution, in terms of:

1. What the US Constitution is and why it is important

2. The purpose of the state constitution, its key principles, and its relationship to the US Constitution

3. The similarities and differences among federal, state, and local governments

4. The structure and function of state governments, including the roles and responsibilities of their elected officials

5. The components of California's governance structure

3. Language Arts Standards met:

A. Each student will be expected to turn in one of the following:

A short research paper on uniforms and their effect on grades, behavior, and how this affects your rights. (LA writing standards: 1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements, 1.5 Quote or paraphrase information sources, citing them appropriately, 2.3 Write information reports)

An opinion paper addressed to the school board or newspaper with details on your position and why you feel the way you do. (LA writing standards: 1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements, 1.2 Create multiple-paragraph compositions, 1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and

difference, and posing and answering a question)

An effective and well made poster that could be presented to the school board stating your position and reasons. (LA listening and speaking standards: 1.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence, 1.6 Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, and posing and answering a question), 1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts, 1.8 Use details, examples, anecdotes, or experiences to explain or clarify information, 1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.

B. Each student will be expected the answer the questions at the end of the lesson.

Language Arts writing standards: 1.0 Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions,. 1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements

C. Each group will make a 5 minute presentation to the board using an overhead projector or a computer program such as PowerPoint or HyperStudio.

Language Arts writing standards: 1.0 Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions, 1.5 Quote or paraphrase information sources, citing them appropriately, 1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive), 1.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence, 1.8 Use details, examples, anecdotes, or experiences to explain or clarify information, 1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning, 2.2 Make informational presentation

4. Suggested Assessment:

Embedded assessments are available throughout the project. These can in the form of :

- Daily/weekly reports done during the research section describing their activities or difficulties they may be experiencing

- Investigation of the validity of web sites
- Answering questions about what the problem is that they are working on/why it is an issue
- Giving a preliminary opinion before the project is done
- Describing which argument they actually agreed with and why

5. Adapting to Special Needs
LEP Options:

- Assign one LEP student to a group with a bilingual student
- Have one group of predominately LEP students do research/conduct interviews focusing on the attitudes toward uniforms within their families and community
- Have one group of predominately LEP students make a presentation in their language of choice to parents in the community or students within the school

Other Options:

- Students who have difficulty with writing and/or reading can make the poster, do research with a partner, and conduct the presentation or design the project
- Gifted students can extend the lesson with the research paper or the added extensions at the end of the lesson
- Children who have difficulty getting along with others have ample opportunities to work alone on parts of the project (individual product requirement, researching on a computer station, designing/creating own card in HyperStudio, etc.)

6. Software:
You may order a copy of HyperStudio or PowerPoint from the California Instructional Technology Cl
earinghouse (CITC) http://clearinghouse.k12.ca.us/
7. Management
The teacher will want to keep track of the progress that individual students are making. Here are some ideas:

- Have a raffle to determine which group of kids role plays the school board, parent group, etc.
- Place a calendar on each student's desk and have them write down what they have accomplished for each day of work
- Use the embedded assessments to document individual work
- Have a bulletin board that shows each group and a checklist with completed tasks
- Either have a lab, sufficient classroom computers, or schedule computer times during the day/week that allow students to have enough time work successfully (remember that during journal writing, silent reading, etc., you can squeeze some time in if necessary)

- Please Note: Students in the groups California Supreme Court and United States Supreme Court will be role playing lawyers for purposes of this debate
- **WARNING: It is advisable to use WebWhacker to download the ACLU links to your hard drive so that students do not wander through this very controversial site**

8. Forms

Web Evaluation Form

This can be used in conjunction with the web site to determine if it is a viable resource or not

Group Argument Worksheet

This can be used to build their argument and to anticipate what others may say to challenge them

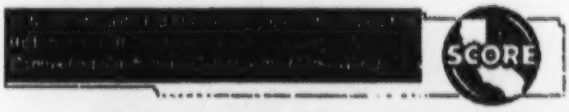
Student Expectations Worksheet

This form is an agreement with the student that makes him/her aware of the individual and group assignments in this project

MLA Reference

This will provide your students with MLA information if they are writing a research report

Back



Uniform Blues

Project Worksheet: Group Argument

Reasons for Uniforms	Reasons Against Uniforms

Uniform Blues

Project Worksheet: Group Argument

Project Worksheet
Student Expectations

- I am a member of _____ group, and our position is:

- In my group I am responsible for:

- For my individual, project I will:

- I realize that I must answer the questions at the end of the lesson.

_____
signature of student date

Back

MLA Style

These guidelines on MLA documentation style are the only ones available on the Internet that are authorized by the Modern Language Association of America.

- What Is MLA Style?
- Documenting Sources from the World Wide Web
- Frequently Asked Questions about MLA Style
- *MLA Handbook for Writers of Research Papers* (for high school and undergraduate college students)
- *MLA Style Manual and Guide to Scholarly Publishing* (for graduate students, scholars, and professional writers)

What Is MLA Style?

The style recommended by the Modern Language Association for preparing scholarly manuscripts and student research papers concerns itself with the mechanics of writing, such as punctuation, quotation, and documentation of sources. MLA style has been widely adopted by schools, academic departments, and instructors for nearly half a century.

MLA guidelines are also currently used by over 125 scholarly and literary journals, newsletters, and magazines with circulations over one thousand; by hundreds of smaller periodicals; and by many university and commercial presses. MLA style is commonly followed not only in the United States but in Canada and other countries as well; Japanese translations of the *MLA Handbook for Writers of Research Papers* appeared in 1980, 1984, and 1988, and a Chinese translation was published in 1990.

In a 1991 article on style manuals, *Booklist* cited MLA documentation style as one of the "big three," along with the guidelines published by the American Psychological Association and the University of Chicago Press.

For an authoritative explanation of MLA style, see the *MLA Handbook for Writers of Research Papers* (for high school and undergraduate college students) and the *MLA Style Manual and Guide to Scholarly Publishing* (for graduate students, scholars, and professional writers).

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■ Documenting Sources from the World Wide Web

These guidelines on MLA documentation style are the only ones available on the Internet that are authorized by the Modern Language Association of America.

The recommendations in the fourth edition of the *MLA Handbook for Writers of Research Papers* on documenting online databases (sec. 4.9) have been revised to reflect evolving computer technology. The new recommendations on online sources are explained in detail in the second edition of the *MLA Style Manual and Guide to Scholarly Publishing* (1998). The fifth edition of the *MLA Handbook*, scheduled for publication in spring 1999, will incorporate these revisions. The new guidelines that cover the World Wide Web are summarized below.

Sources on the World Wide Web that students and scholars use in their research include scholarly projects, reference databases, the texts of books, articles in periodicals, and professional and personal sites. Entries in a works-cited list for such sources contain as many items from the list below as are relevant and available. Following this list are sample entries for some common kinds of Web sources.

1. Name of the author, editor, compiler, or translator of the source (if available and relevant), reversed for alphabetizing and followed by an abbreviation, such as *ed.*, if appropriate
2. Title of a poem, short story, article, or similar short work within a scholarly project, database, or periodical (in quotation marks); or title of a posting to a discussion list or forum (taken from the subject line and put in quotation marks), followed by the description *Online posting*
3. Title of a book (underlined)
4. Name of the editor, compiler, or translator of the text (if relevant and if not cited earlier), preceded by the appropriate abbreviation, such as *Ed.*
5. Publication information for any print version of the source
6. Title of the scholarly project, database, periodical, or professional or personal site (underlined); or, for a professional or personal site with no title, a description such as *Home page*
7. Name of the editor of the scholarly project or database (if available)
8. Version number of the source (if not part of the title) or, for a journal, the volume number, issue number, or other identifying number
9. Date of electronic publication, of the latest update, or of posting
10. For a work from a subscription service, the name of the service and--if a library is the subscriber--the name and city (and state abbreviation, if

necessary) of the library

11. For a posting to a discussion list or forum, the name of the list or forum
12. The number range or total number of pages, paragraphs, or other sections, if they are numbered
13. Name of any institution or organization sponsoring or associated with the Web site
14. Date when the researcher accessed the source
15. Electronic address, or URL, of the source (in angle brackets); or, for a subscription service, the URL of the service's main page (if known) or the keyword assigned by the service

Scholarly Project

Victorian Women Writers Project. Ed. Perry Willett. Apr. 1997. Indiana U. 26 Apr. 1997 <http://www.indiana.edu/~letrs/vwwp/>.

Professional Site

Portuguese Language Page. U of Chicago. 1 May 1997 <http://humanities.uchicago.edu/romance/port/>.

Personal Site

Lancashire, Ian. Home page. 1 May 1997 <http://www.chass.utoronto.ca:8080/~ian/index.html>.

Book

Nesbit, E[dith]. Ballads and Lyrics of Socialism. London, 1908. Victorian Women Writers Project. Ed. Perry Willett. Apr. 1997. Indiana U. 26 Apr. 1997 <http://www.indiana.edu/~letrs/vwwp/nesbit/ballsoc.html>.

Poem

Nesbit, E[dith]. "Marching Song." Ballads and Lyrics of Socialism. London, 1908. Victorian Women

Writers Project. Ed. Perry Willett. Apr. 1997. Indiana U. 26 Apr. 1997 <http://www.indiana.edu/~letrs/vwwp/nesbit/ballsoc.html#p9>.

Article in a Reference Database

"Fresco." Britannica Online. Vers. 97.1.1. Mar. 1997. Encyclopaedia Britannica. 29 Mar. 1997 <http://www.eb.com:180>.

Article in a Journal

Flannagan, Roy. "Reflections on Milton and Ariosto." Early Modern Literary Studies 2.3 (1996): 16 pars. 22 Feb. 1997 <http://unixg.ubc.ca:7001/0/e-sources/emls/02-3/flanmilt.html>.

Article in a Magazine

Landsburg, Steven E. "Who Shall Inherit the Earth?" Slate 1 May 1997. 2 May 1997 <http://www.slate.com/Economics/97-05-01/Economics.asp>.

Work from a Subscription Service

Koretz, Gene. "Economic Trends: Uh-Oh, Warm Water." Business Week 21 July 1997: 22. Electric Lib. Sam Barlow High School Lib., Gresham, OR. 17 Oct. 1997 <http://www.elibrary.com/>.

"Table Tennis." Compton's Encyclopedia Online. Vers. 2.0. 1997. America Online. 4 July 1998. Keyword: Compton's.

Posting to a Discussion List

Merrian, Joanne. "Spinoff: Monsterpiece Theatre."

Online posting. 30 Apr. 1994. Shaksper: The Global Electronic Shakespeare Conference. 27 Aug. 1997 <http://www.arts.ubc.ca/english/iemls/shak/MONSTERP_SPINOFF.txt>.

In parenthetical references in the text, works on the World Wide Web are cited just like printed works. For any type of source, you must include information in your text that directs readers to the correct entry in the works-cited list (see the *MLA Handbook*, sec. 5.2). Web documents generally do not have fixed page numbers or any kind of section numbering. If your source lacks numbering, you have to omit numbers from your parenthetical references. If your source includes fixed page numbers or section numbering (such as numbering of paragraphs), cite the relevant numbers. Give the appropriate abbreviation before the numbers: "(Moulthrop, pars. 19-20)." (*Pars.* is the abbreviation for *paragraphs*. Common abbreviations are listed in the *MLA Handbook*, sec. 6.4.) For a document on the Web, the page numbers of a printout should normally not be cited, because the pagination may vary in different printouts.

■ Frequently Asked Questions about MLA Style

How do I document sources from the World Wide Web in my works-cited list?

I am using a source on the World Wide Web that has no page numbers. How do I cite it in parenthetical references in my text?

When will the next edition of the *MLA Handbook* be published?

What is the difference between the *MLA Handbook* and the *MLA Style Manual*?

How many spaces should I leave after a period or other concluding mark of punctuation?

Should I use underlining or italics?

When will the next edition of the *MLA Handbook* be published?

At present we expect that the next (fifth) edition of the *MLA Handbook* will be available in bookstores by June 1999.

What is the difference between the *MLA Handbook* and the *MLA Style Manual*?

The *MLA Handbook for Writers of Research Papers* is aimed at high school and undergraduate students. It contains chapters on preparing, writing, and formatting the research paper. The *MLA Style Manual and Guide to Scholarly Publishing* is aimed at graduate students, scholars, and professional writers. It contains chapters on common practices among these groups and on legal issues in scholarly publishing. Each book also offers chapters on topics common to both student and scholarly writing--such as the mechanics of writing and the documentation of sources--but the discussion in each is appropriate to the intended audience. Both books fully explain MLA style.

How many spaces should I leave after a period or other concluding mark of punctuation?

Publications in the United States today usually have the same spacing after a punctuation mark as between words on the same line. Since word processors make available the same fonts used by typesetters for printed works, many writers, influenced by the look of typeset publications, now leave only one space after a concluding punctuation mark. In addition, most publishers' guidelines for preparing a manuscript on disk ask authors to type only the spaces that are to appear in print. Because it is increasingly common for papers and manuscripts to be prepared with a single space after all punctuation marks, this spacing is shown in the examples in the *MLA Handbook* and the *MLA Style Manual*. As a practical matter, however, there is nothing wrong with using two spaces after concluding punctuation marks unless an instructor or editor requests that you do otherwise.

Should I use underlining or italics?

Most word-processing programs and computer printers permit the reproduction of italic type. In material that will be graded or edited for publication, however, the type style of every letter and punctuation mark must be easily recognizable.

Italic type is sometimes not distinctive enough for this purpose. In printed material submitted for grading and editing, therefore, words that would be italicized in a publication are usually underlined to avoid ambiguity. If you wish to use italics rather than underlining, check your instructor's or editor's preferences. When preparing a manuscript for electronic publication, consult your editor on how to represent italicization.

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Web Page Evaluation Criteria

The following scale is adapted from original work done by Al Rogers, Global SchoolNet Foundation and CyberFair Contest. Adaption done by Clarence Bakken and Sara Armstrong in conjunction with Challenge 2000, CTAP Region IV Technology Leadership Academy – and the Institute for Research on Learning.

Score	5 or 4	3 or 2	1 or 0
Ideas and Content	Information is accurate and current Ideas come mainly from primary sources Authors show knowledge and insight Effective use of technology demonstrated All information relates to the overall purpose	Information not always clear Primary source use is not always clear Content connections not always clear Does not relate content to larger context No way to check validity of information Strong purpose not demonstrated	Information incomplete or inaccurate Information not from primary sources Little or no overall context for information Value of information is unclear No way to check validity of information Lacks sense of purpose or central theme
Score	5 or 4	3 or 2	1 or 0
Organization	Inviting opening page draws the visitor inside Details are logical and effective Layout of pages provides good direction How to explore an idea is clear Each page begins with a clear transition Easy to navigate through the pages	Inconsistent structure of pages Sequencing is inconsistent Some pages incomplete Some links disjointed; lack purpose Unclear connections among sections Sense of being lost or unsure navigating	No orientation for visitors Sequencing unclear Pages lack closure No focus for links Pages are inconsistent Difficult to navigate in an organized way
Score	5 or 4	3 or 2	1 or 0
Language and Conventions	Organizational structure is clear and coherent Grammar and usage are correct Punctuation is accurate Spelling is generally correct Site needs little or no editing	Long or incomplete paragraphs Minor problems with grammar or usage Internal punctuation sometimes missing or wrong Spelling is usually correct Site needs some editing	Paragraph structure is missing Errors in grammar or usage noticeable Many punctuation mistakes Frequent spelling errors Site needs extensive editing
Score	5 or 4	3 or 2	1 or 0

Presentation	Web site is clearly identified; easy to find The layout is clear and easy to follow Backgrounds and text work well together Graphical elements are used consistently Multimedia adds to the main purpose Links are appropriate	Web site easy to find Layout of most pages is easy to follow Backgrounds are text were not effective Inconsistent or inappropriate graphics Multimedia sometimes doesn't add Use of links is unclear	Web site hard to find Layout is confusing or inappropriate Backgrounds and text not effective Graphics only decorative or confusing Multimedia unrelated to the topic Too many unrelated links, or too few links
Score	5 or 4	3 or 2	1 or 0
Technical	Links work properly Graphics are optimized Works in all browsers Works in text only mode Multimedia resources work properly	Not all links work properly Graphics are generally optimized Pages don't work in all browsers Text-only mode could be improved Multimedia resources work most of the time	Links don't work properly Graphic elements not optimized Specific browsers needed Text only mode does not work Resources fail to work